DOCUMENT RESUME

ED 262 221 CE 042 630

TITLE	Office Procedures 20-30. Business Education Curriculum Guide.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE	85
NOTE	40p.; For related documents, see CE 042 625-633.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Business Communication; Business Education; *Business Skills; Clerical Occupations; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; *Information Processing; *Office Occupations Education; *Office Practice; Program Content; Recordkeeping; *Secretaries; Simulation; Student Evaluation
IDENTIFIERS	Alberta

ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of office procedures. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for office procedures 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 10 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are structure of the business office, personnel in the business office, business communication, records management, information processing, clerical routines, secretarial routines, office specialties I and II, and office simulation. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262221

1985

BUSINESS EDUCATION CURRICULUM GUIDE

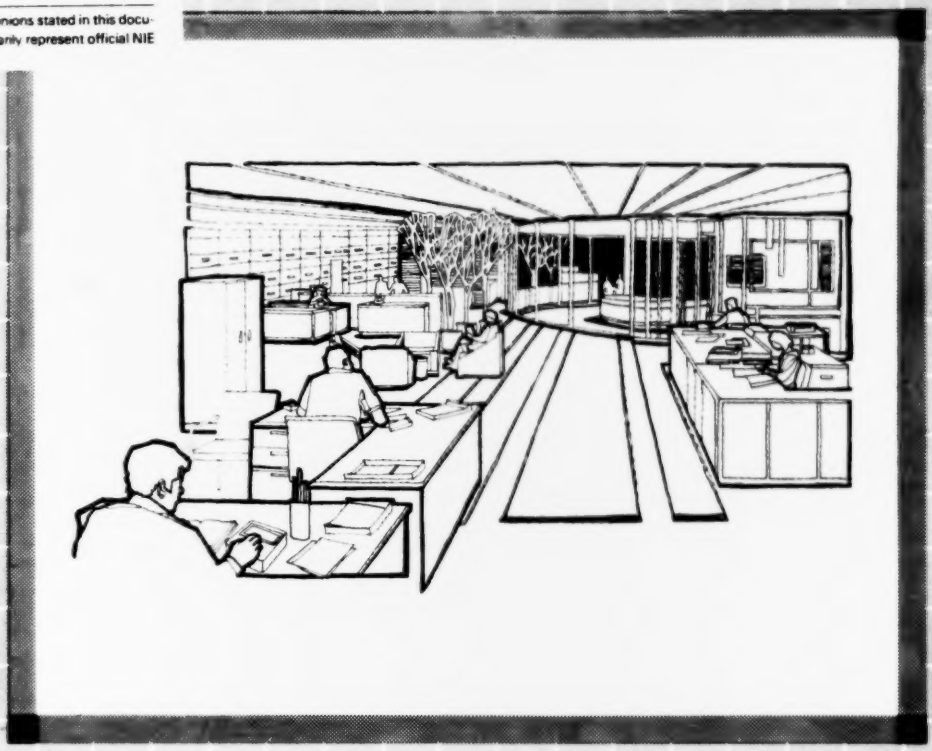
OFFICE PROCEDURES 20-30

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



CE042630

Curriculum Alberta EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Wlodkowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE PROCEDURES 20-30
CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

ACKNOWLEDGEMENTS

Alberta Education acknowledges with appreciation the contribution of the following Ad Hoc Committee members to the preparation of this curriculum guide.

J. Norman	-	Grande Prairie Composite High School, Grande Prairie
R. Bogda	-	Archbishop O'Leary High School, Edmonton
S. Tolchard	-	Jasper Place Composite High School, Edmonton

The Ad Hoc Committee operated under the guidance of the Business Education Curriculum Coordinating Committee:

C.M. Cooney	-	Crescent Heights School, Medicine Hat
Dr. M. Fisher	-	University of Lethbridge
J.A. MacDonald	-	St. Francis High School, Calgary
S. Pisesky	-	Edmonton Roman Catholic Separate School District #7
R. Schafer	-	Henry Wise Wood High School, Calgary
J. Prest	-	Okotoks Junior-Senior High School, Okotoks
Dr. S. Ubelacker	-	University of Alberta
E. Dayman	-	Calgary Public School District #19
R. Maskell	-	Jasper Place Composite High School, Edmonton
G. Scott	-	Spirit River Secondary School, Spirit River
D. Haines	-	Canmore Composite School, Canmore
R. Harris	-	Calgary Public School District #19
L. Jackson	-	Sir Winston Churchill High School, Calgary
G. Robinson	-	Beiseker Community School, Beiseker
A.A. Day	-	Alberta Education
Dr. J. Harder	-	Alberta Education
Dr. S. Kashuba	-	Alberta Education
D.J. Mortimore	-	Alberta Education
U.J. Pallas	-	Alberta Education
S. Prather	-	Alberta Education
K. Mills	-	Business Community Representative
W. Curtis	-	Business Community Representative
H. Scarth	-	Alberta Education (Editing Assistant)

NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

TABLE OF CONTENTS

Topic		Page
1.	Acknowledgements	1
2.	Alberta Education Publications	2
3.	Table of Contents	3
4.	Philosophy of Business Education Program	5
5.	Learning Principles Applied to Business Education	6
6.	Specific Objectives of the Alberta Business Education Program	7
7.	Schematic Overview of Business Education High School Program	8
8.	Business Education Program: Course Sequences	9
9.	Guidelines for Structuring Business Education Courses	10
10.	Business Education Matrix	12
11.	Introduction and Objectives: Office Procedures 20-30	15
12.	Flowchart of Modules: Office Procedures	16
13.	Office Procedures Modules:	
	13.1 Structure of the Business Office	17
	13.2 Personnel in the Business Office	19
	13.3 Business Communication	21
	13.4 Records Management	23
	13.5 Information Processing	25
	13.6 Clerical Routines	27
	13.7 Secretarial Routines	29
	13.8 Office Specialties I	31
	13.9 Office Specialties II	33
	13.10 Office Simulation	35
14.	Guidelines for Student Evaluation	37
15.	Learning Resources	38
16.	Correlation of Course Content with Learning Resources	39

PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

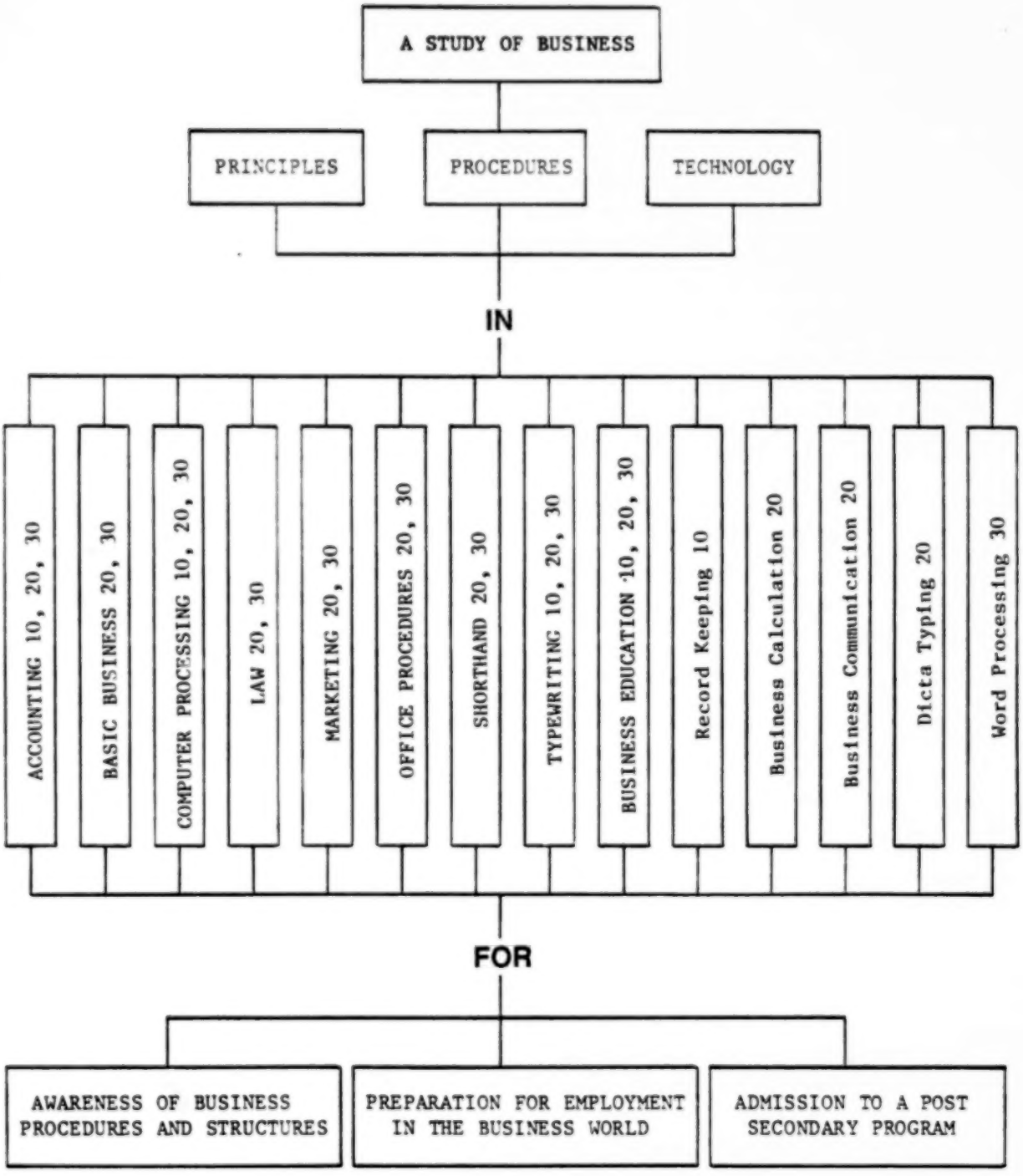
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

BEST COPY AVAILABLE

GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING		(10)* BASIC BUSINESS		(15)* COMPUTER PROCESSING		(10)* LAW	
C 1. Basic Accounting Concepts		BB 20	C 1. Canadian Business	C 1. Computer Information Systems		LW 20	C 1. Nature of Law and the Civil Law System
C 2. Journalizing and Posting			C 2. Consumer Credit	E 2. Overview of Software			C 2. Contract Law
C 3. Completing the Accounting Cycle			C 3. Insurance	E 3. Applications: Data Entry			C 3. Family Law
C 4. Merchandise Accounting		BB 30	C 4. Economic Concepts	E 4. Applications: Word Processing		LW 30	C 4. Basic Rights and Responsibilities
C 5. End-of-Year Adjustments & 8-Column Worksheets			C 5. Small Business Management I	E 5. Applications: Computer Simulations			C 5. Labour Law
E 6. Optional Accounting Tasks			C 6. Management Techniques	E 6. Applications: Data Base			C 6. Property Law
E 7. Voucher System and End-of-Year Adjustments		ELECTIVE	E 7. Personal Financial Planning	E 7. Applications: Electronic Spread Sheet		ELECTIVE	E 7. Criminal Justice System
E 8. Departmentalized Tasks			E 8. Small Business Management II (Simulation)	E 8. Overview of Introductory Programming Language			E 8. Consumer Law
E 9. Partnership and Corporation Accounting				E 9. Fundamentals of Input/Output			E 9. Tort Law
E 10. Cost Accounting				E 10. Introduction to Advanced Computer Programming Techniques			E 10. Controversial Issues
E 11. Financial Analysis				E 11. Advanced Computer Programming Techniques			
E 12. Accounting Simulation I				E 12. Extended Programming Project			
E 13. Accounting Simulation II Computerized Accounting				E 13. Introduction to Second Programming Language			
				E 14. Applications in Second Programming Language			
				E 15. Extended Project in Second Programming Language			
				E 16. Graphics			
				E 17. Systems Analysis and Program Development			
				E 18. Machine/Assembly Language			

(10)* MARKETING		(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
MK 20	C 1. World of Marketing	C 1. Structure of the Business Office	C 1. Shorthand Theory 1	C 1. Keyboarding
	C 2. Advertising and Sales Promotion	E 2. Personnel in the Business Office	C 2. Shorthand Theory 2	C 2. Keyboarding, Centering and Tabulation
	C 3. Distribution of Goods and Services	E 3. Business Communication	C 3. Shorthand Theory 3	C 3. Letters and Essays
MK 30	C 4. Marketing Research	E 4. Records Management	E 4. Shorthand Theory Dictation & Transcription 1	C 4. Reports
	C 5. Pricing and Financial Activities	E 5. Information Processing	E 5. Shorthand Theory Dictation & Transcription 2	C 5. Letters & Tables
	C 6. Selling	E 6. Clerical Routines	E 6. Speed & Transcription Skill Building 1	C 6. Manuscripts
ELECTIVE	E 7. Display	E 7. Secretarial Routines	E 7. Speed & Transcription Skill Building 2	C 7. Tables, Business Forms & Financial Reports
	E 8. Purchasing & Controlling Merchandise	E 8. Office Specialties I	E 8. Speed & Transcription Skill Building 3	C 8. Business Correspondence
		E 9. Office Specialties II	E 9. Speed & Transcription Skill Building 4	E 9. Specialized Prod. Applications
		E 10. Office Simulation	E 10. Speed & Transcription Skill Building 5	E 10. Production Projects & Review
				E 11. Professional Applications I
				E 12. Professional Applications II
				E 13. Simulation I
				E 14. Simulation II

OPTIONAL

OPTIONAL

Subject to restrictions noted in the curriculum guides these optional modules may be used to enhance the subject strand courses

1 Record Keeping 1
2 Record Keeping 2
3 Record Keeping 3
4 Business Calculation 1
5 Business Calculation 2
6 Business Calculation 3
7 Business Communication — Development
8 Business Communication — Practice
9 Business Communication — Integration
10 Business Research Project
11 Goal Setting and Career Development
12 Dicta Typing 1
13 Dicta Typing 2
14 Word Processing 1
15 Word Processing 2
16 Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	*C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30

Modules from any of the 8 subject strands and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

BEST COPY AVAILABLE

OFFICE PROCEDURES 20-30

Introduction

Office Procedures provides students with the opportunity to study the structure, procedures, and technology common to modern Canadian business offices. A major focus of the course is the integration of skills, procedures, and attitudes within an environment that simulates a modern office. Office Procedures 20-30 program encourages the development of vocational-level competencies suitable for students interested in clerical or secretarial occupations.

Objectives

The student will:

1. Examine the organization, functions, and procedures common to a business office.

2. Examine the various career paths, benefits, and responsibilities of the personnel within the business office.

3. Become familiar with the various methods of communication utilized in a modern business office.

4. Apply the current procedures for the storage, retention, reproduction, and retrieval of recorded information.

5. Examine the routines related to the processing of words and data through the study of procedures, equipment, and personnel.

6. Demonstrate the clerical routines that support the efficient handling of goods and services in the modern office.

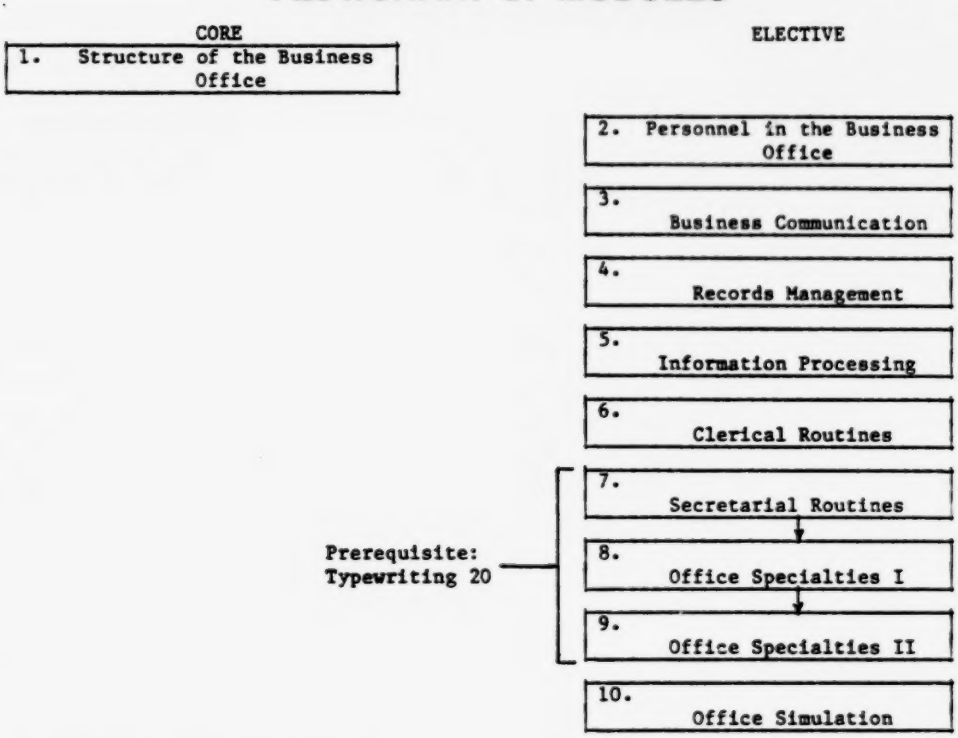
7. Demonstrate efficient secretarial skills and procedures that support the activities of management.

8. Utilize the terminology, documentation, and procedures prevalent in a selected secretarial specialization.

9. Integrate the basic skills, specialized knowledge, and human relations skills developed throughout the business program, within a simulated or in an actual business environment.

BEST COPY AVAILABLE

FLOWCHART OF MODULES



Notes On Course Implementation

The Office Procedures subject strand identifies 10 modules, 1 core and 9 elective. The core module is prerequisite to the elective modules. The elective modules are not sequential, although modules 7, 8, and 9 are recommended for 30-level courses.

Modules 1-5 are particularly suitable for a program designed for students interested in general (clerical) office occupations which do not emphasize secretarial routines. Module 10 could be included to support either clerical- or secretarial-oriented courses.

Modules 7, 8, and 9 require Typewriting 20 as a prerequisite and should be taught in a classroom equipped with electric/electronic typewriters or machines with text editing capability. Courses offered at the 30 level should expand basic skills and concepts and require students to demonstrate a skill level that reflects business standards.

Courses may be developed for Office Procedures 20 and 30 in modular groups of 3 or 5 to a maximum of 10 credits. Modules from the "Optional" column which are recommended for use within Office Procedures 20 and/or 30 are:

Module No.		
	8.	Business Communication - Practice
	9.	Business Communication - Integration
	11.	Goal Setting and Career Development
	12.	Dicta Typing 1
	13.	Dicta Typing 2
	14.	Word Processing 1
	15.	Word Processing 2
	16.	Business Simulation

Refer to individual modules for further information regarding equipment requirements or prerequisites.

Integration of Work

It is recommended that the work study component of work experience be integrated into the office procedure program. Also, the work experience program could be planned in conjunction with Office Procedures 30.

MODULE 1: THE STRUCTURE OF THE BUSINESS OFFICE

Status: Core

Purpose: To provide the student with an awareness of how the office functions in a business organization and of the related procedures common to a business office.

Notes: Teachers may wish to spend additional time on some of the basic office functions if Modules 4 and/or 5 are not included in the office procedures program.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Organization and Management	describe the types of business organizations	single proprietorship, franchise partnership, corporation (public/private), cooperative
	discuss the role of management	controlling, planning, organizing, managing people
	examine and interpret organizational charts	
Office Functions (Overview)	explain the role of the office in a business enterprise	
	discuss the coordination and relationship between the office worker and the functions and services within the organizational structure - managerial/administrative/supervisory - personnel - public relations - research and development - communications (internal and external) - information processing - records management	
	outline skills needed by personnel involved in one or more of these functions	
	discuss the purpose of office manuals	reference to organization's procedures, policies, personnel
	discuss mechanisms within offices that deal with problem-solving and conflict resolution	formal informal
	examine the complexity of office organization and functions as related to the number of personnel, size of operation, and degree of specialization	
Organization of Work	describe how layout of equipment and furniture facilitates the function of the office	Visit several offices to prepare the layout of the facilities, furniture, and equipment; show the normal flow of work.

TOPIC	LEARNING TASKS	TEACHING NOTES
Organization of Work (cont'd)	demonstrate effective use of work space and efficient flow of work	
	discuss the concept of productivity	
	outline strategies for improving work	prioritization, sequencing, material controls, reminders
	identify reference materials that would assist in task completion	thesaurus, dictionary, handbook, postal code
Office Safety	examine the factors that affect safety in the working environment	ergonomics
	demonstrate efficient and proper use of equipment and supplies	
Employees' Benefits and Protections	identify the safeguards and restrictions provided by legislation and regulations	- Individual Rights Protection Act/ Charter of Rights and Freedoms - Unemployment Insurance Regulations - Workers' Compensation Regulations - Employment Standards Regulations - Occupational Health and Safety
	discuss the impact that unions, associations, and informal groups have on office working conditions, benefits, and environment	
	outline required and optional deductions from salary	

MODULE 2: PERSONNEL IN THE BUSINESS OFFICE

Status: Elective
Prerequisite: Module 1

Purpose: To expand the student's awareness of the need for positive human relations and to build an awareness of various career paths within the business office.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Job Description	examine staff recruitment, training, retraining, inservice, and professional development activities	
	compare various job descriptions in terms of tasks performed, remuneration, and benefits received	
	outline the flow of work for one (or more) office function	document preparation sales/purchases handling requests
Human Relations	describe positive interpersonal characteristics that affect teamwork, morale, and productivity	cooperative, dependable, positive, confident
	develop skills in dealing with sensitive situations	
	develop skill in giving and following written and verbal directions	
	demonstrate efficient and effective personal communications skills	
	identify strategies for giving and receiving criticism	
	develop an awareness of the importance of effective personal grooming and wardrobe selection	
	contrast the formality of conduct in various offices	
	discuss the effects that absenteeism, job ineffectiveness, tardiness, and poor human relations have on a business enterprise	

TOPIC	LEARNING TASKS	TEACHING NOTES
Ethics in the Business Office	demonstrate awareness of the need for: - personal ethics - business ethics - rules and regulations discuss situations that involve a personal or business ethical decision discuss criteria for career advancement	
Career Preparation Activities	discuss the importance of effective writing and verbal communication skills to career development explore various office-related careers, job descriptions, and expected benefits prepare a personal portfolio to support the search for a job participate in a simulated job interview	resume, letter of application transcripts awards

MODULE 3: BUSINESS COMMUNICATION

Status: Elective
Prerequisite: Module 1

Purpose: To provide the student with an opportunity to become familiar with the various methods of communication utilized in a business office.

Recommendation: As keyboarding skills could be effectively used in this module, a prerequisite of Typewriting 10 is suggested.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Non-Written Forms of Communication	demonstrate effective oral communication	
	discuss the significance of body language	
	demonstrate effective listening skills	
Meeting the Public	demonstrate appropriate ways to deal with callers	receive screen announce
	practise making proper introductions	
	discuss common courtesies used in business	
	demonstrate appropriate procedures for scheduling, recording, and confirming appointments	
Telecommunication Services	discuss the various methods of communication available to business	telephone, electronic mail, satellite, teletype, video telephones, teleconferencing
	practise the use of telephone courtesy	
	explain the routine to be followed for various telephone situations	time zones, WATS line long distance, and local incoming and outgoing calls
	identify various communication equipment	telephones, switchboards
Written Forms of Communication	compose written communications with emphasis on correct grammatical structure and clarity of expression	letters, memos, reports, forms
	prepare mailable letters, envelopes, and business forms	
	prepare situational correspondence	inquiry, invitation, appointment, sympathy

BEST COPY AVAILABLE

	[illegible] reprographic processes	[illegible] mail, infotext, phototypeset, [illegible]
	describe the function of the computer in the printing process	
	demonstrate skill in layout for camera-ready copy	
	discuss the relative advantages and disadvantages of various reprographic processes	
[illegible]	outline the procedures for processing incoming mail	sorting, opening, checking, dating, routing, distributing, recording
	outline the procedures for preparing outgoing mail	individual items volume materials
	contrast mailing procedures used in small and large offices	
	outline the characteristics of the various classes of mail	
	compare the services and costs of the classes of mail	
	describe the special-requirement services available from the post office	registered, special delivery, money order, telepost
	describe and assess other means of delivery	courier, express, freight
	discuss the impact of electronic technology and communicating terminals on transmission of written communication	
	contrast the advantages and disadvantages of using mail or telecommunication services	
	[illegible] ability to arrange business meetings for various types of business situations	types of meeting [illegible] on agenda [illegible] location
	discuss the purpose and importance of formal and informal meetings to business communication	roles of chair
	develop skills to promote efficient use of time, facilities, and personnel during business meetings	

MODULE 4: RECORDS MANAGEMENT

Status: Elective
Prerequisite: Module 1

Purpose: To enable the student to understand and apply current procedures for the storage, retention, reproduction, and retrieval of records information.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Basics for Records Management	identify scope of records management	data, information, knowledge, record, and records management
	explain why records are kept	
	identify components of a records management program	
	discuss records management career opportunities	
Files Management	explain file systems	classification system, classifying codes, file, file folder, file system, filing
	list types of media for records storage	
	describe what a record can be	
	use rules of basic filing	
	compare the basic systems for classifying records	alphabetic, chronologic and numeric filing
	identify basic file supplies and their use	folders, labels, guides and tabs
	identify basic records storage equipment and describe its use	drawer file cabinets, lateral file cabinets and shelf units
Filing Procedures	prepare records for filing	cross referencing, filing, indexing/coding, inspection, release marks, sorting
	apply basic filing (indexing) rules and filing guidelines	
	describe basic file system control and maintenance	charge-out or control system, charging out, following up

TOPIC	LEARNING TASKS	TEACHING NOTES
Records Retention Schedule	outline the concept of records retention scheduling	
	explain different types of records	administrative and operational, archival, and vital
Records Centre Facilities	compare centralized and decentralized filing	There can be a combination of centralized and decentralized filing within an organization.
	explain the purpose of an active records centre or central file area	active records centre or central file area, active records
	explain the purpose of an inactive records centre	inactive records centre, inactive records, semi-active records
	list alternative locations for an inactive records centre	
Other Media	differentiate between types of records storage media: - micrographics (disk) - microforms - audio/visuals - electronic	Guidelines for filing records stored on paper can be applied to records stored on other media. aperture card, computer-output microfilm, electronic filing, magnetic media, microfiche, microfilm jacket, microforms, microimage, microrecords, reader, printer, roll microfilm Record (definition) - a record exists whenever data is organized. Data need not be put on paper to become a record.
	identify advantages of using microforms	- reduce space - reduce record loss or theft - reduce file retrieval time - reduce amount of paper stored and in use - reduce postage costs
File Project	prepare a file system that meets the records management needs of an an office	- select a classification system - organize a file system - prepare a file index

MODULE 5: INFORMATION PROCESSING

Status: Elective
Prerequisite: Module 1

Purpose: To enable the student to understand the routines related to information processing through the study of procedures, equipment, and people.

Equipment: It is recommended that students have access to dictation equipment and data and/or word processing equipment.

Notes: The emphasis of this module is on developing an awareness of the CONCEPTS related to word and data processing. Word Processing I and II from the Optional strand should be used to develop operator skill on word processing equipment. Dicta Typing I and II from the Optional strand should be used to develop operator skill on dictation equipment.

Recommendation: As keyboarding skills could be effectively used in this module, a prerequisite of Typewriting 10 is suggested.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Electronic Information Processing	recognize the factors that have resulted in the use of electronic processing of information	technological advances increased labour cost
	contrast manual/mechanical with electronic information processing	
	outline the basic information processing steps and identify devices used for each step	input, output, storage, process, distribution
	outline in sequential form the process from document initiation to distribution	flowchart
	apply terms specific to the procedures and technology of information processing	
Organizational Concepts	identify the types of information handled by information processing systems	
	discuss skills needed for efficient information processing	organize information enter information use information
	identify career paths in data and word processing fields	
	identify methods used to monitor the accuracy and efficiency of data and word processing operators	
	discuss the capabilities and capacity of information processing equipment used in various organizations	
	discuss considerations related to information processing equipment in the office	staffing ergonomics health concerns environmental controls

BEST COPY AVAILABLE

TOPIC	LEARNING TASKS	TEACHING NOTES
Input	identify methods by which information is originated	handwritten portable dictation units desktop dictation units central dictation systems telephone tie-ins person-to-person
	demonstrate the proper procedures for recording and transcribing information on dictation/transcription equipment	dictate material and instructions to another person and/or on a machine
Storage	discuss the various media for storing records	paper tape, microfilm, microfiche disk
	outline procedures to control work flow and ensure efficient retrieval and maintenance of information	logging, mark code, log sheet
Output	compare the various types of equipment available to reproduce information	printers photocopiers
	identify alternate methods of duplication suitable to a variety of circumstances	
	demonstrate awareness of the variety of internal and external distribution channels	hard copy (letters, memos) soft copy (electronic messaging) voice (meetings, telephone)

MODULE 6: CLERICAL ROUTINES

Status: Elective
Prerequisite: Module 1

Purpose: To provide students with the opportunity to understand and develop skill in the clerical routines that support the handling of goods and services.

Recommendation: Access to electronic printing calculators.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Business Systems	discuss the interdependence among functions within an organization	filing, reprographics, word processing, data processing, mailing, shipping, manufacturing, customer service, and accounting systems
	discuss the importance of routines and systems to the success of the organization	
Purchasing Routines	identify procedures for purchasing goods within large and small offices	identifying supplies form handling purchase requisitions purchase orders
	compute purchase discounts/interest	
	prepare, analyze, and verify purchase forms	
Receiving Routines	discuss the procedures for receiving goods	form handling, bill of lading, purchase order, invoice, packing slip stockroom records
	discuss the importance of control procedures	
	prepare, analyze, and verify stockroom control forms	stock requisitions, computer control, inventory records (manual/electronic)
Sales Routines	discuss the importance to sales of effective receiving, shipping, and billing procedures	prepare flowcharts
	compute selling price	taxes, mark-up/down discounts, margin
	prepare, analyze, and verify sales forms	sales orders invoices cash sales credit memorandum

TOPIC	LEARNING TASKS	TEACHING NOTES
Banking Routines	discuss the features of a current bank account	
	outline the procedures for making deposits	cash credit card, debit cards cheques commercial drafts
	reconcile bank accounts with bank statements	
Shipping Routines	discuss alternative transportation methods	land, air, sea
	discuss terminology involved in shipping routines	charge, prepaid, COD, FOB, CIF
	discuss the importance of insuring goods	

MODULE 7: SECRETARIAL ROUTINES

Status: Elective
Prerequisite: Module 1 and Typewriting 20

Purpose: To provide students with an opportunity to understand and to develop skill in the secretarial routines that support management activity.

Notes: It is recommended that students have access to text-editing equipment.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Input/Output of Information	demonstrate efficient information processing skills	
	demonstrate effective listening skills to facilitate proper response to instructions	
	produce mailable copy under a variety of conditions and from various types of input	straight copy material unedited material edited material dictated information (person-to-person or taped)
	prepare from unarranged data a variety of business reports utilizing displays, headings, enumerations, tabulations, graphs, charts, and financial statements	
	develop skill in efficient performance of tasks from simple and complex instructions	verbal written
	develop proper and efficient editing and proofreading skill	use references: word usage dictionary thesaurus style
Productivity	discuss how productivity affects an operator's salary and opportunities for advancement	turnaround time
	list circumstances that can affect the length of time needed to complete tasks	
	discuss the variety of ways productivity can be measured	
	identify personal levels of productivity in completing a variety of tasks	

TOPIC	LEARNING TASKS	TEACHING NOTES
Executive Secretary/ Administrative Assistant Functions		
a. Meetings	prepare accurate minutes of meetings, seminars, or workshops	
	make arrangements associated with meetings	booking facilities, making reservations, obtaining needed supplies, follow-up
b. Financial Management	establish and maintain a petty cash fund	
	discuss procedure for completing expenses claims	
d. Travel	make arrangements for a business trip	reservation (hotel/car) itinerary travel documents
	discuss the conduct, standards and expectations of a secretary/administrative assistant	
	identify the secretarial and administrative duties which may be required during absence of executive	
c. Reference	demonstrate skill in drafting notes and researching a topic by using various business references	place, person, product, service
	examine and use efficiently various business references	almanac, business directory

MODULE 8: OFFICE SPECIALTIES I

Status: Elective
Prerequisite: Module 1 and Typewriting 20

Purpose: To provide the student with an opportunity to integrate the skills, tasks, and attitudes consistent with the terminology, documentation, and procedures prevalent in selected secretarial specializations.

Recommendation: That students have access to text-editing equipment.

Notes: It is recommended that students have access to teacher-prepared or publisher-produced materials that simulate office tasks. The concepts of mailability and economy of time with respect to labour, equipment and supplies should be integrated.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Terminology	select and become familiar with terminology unique to a specialty	
Resources	select and use suitable resources	texts, reference books, tapes
Skill Development	prepare mailable documents relative to the specialty in an efficient and competent manner	
Time Management	demonstrate the ability to establish suitable priorities, to manage resources, and to meet deadlines discuss sequence of duties relative to the particular specialty evaluate the factors that influenced the quality and quantity of output and assess how the activity could have been improved discuss personal interest in further study in the specialty	
Evaluation	assess the process and the product	

MODULE 9: OFFICE SPECIALTIES II

Status: Elective
Prerequisite: Module 7 and Typewriting 20

Purpose: To provide an opportunity for the student to pursue further study in an area of secretarial specialization within an office-like environment.

Recommendation: That students have access to text-editing equipment.

Notes: Access to a model office is recommended. Students should interact with others in collegial and authoritive relationships, accept responsibility, and manage time, equipment, and supplies efficiently.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Decision Making and Setting Objectives	outline learning objectives and personal goals develop standards of output	
Planning and Setting Priorities	formulate a plan of action that includes a time-line outline basic tasks or activities to be accomplished identify skills needed to accomplish tasks	
Integrating Skills	apply previously acquired skills when performing tasks demonstrate a high degree of resourcefulness, self-motivation, and initiative	
Evaluating the Outcome	develop criteria by which to judge the effectiveness of an activity devise a method of evaluating the achievement of goals outline the positive and negative aspects of an activity	self-evaluation peer evaluation formal evaluation
Developing Plans for Improvement	analyze any problems that arise and prepare plans or procedures to resolve the problem	

MODULE 10: OFFICE SIMULATION

Status: Elective
Prerequisite: Module 1

Purpose: To provide students with job preparation activities in a simulated or real environment.

Notes: Consideration should be given to integrating work-study within this module.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Defining Responsibilities	recognize the difference between responsibilities designated and responsibilities accepted examine various job descriptions	
Future Career Paths	prepare a job description for a position that would be of personal interest outline the skills and knowledge required to qualify for the position	
Lines of Authority	relate the defined responsibilities to the organizational structure identify the scope of decision-making within the position	
Tasks and Procedures	outline tasks to be performed define priorities maintain a log of activities performed develop a procedures manual that outlines efficient, accepted procedures for meeting identified responsibilities	
Attitudes	evaluate interpersonal skills, attitude, motivation, initiative, cooperation, and level of confidence	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (ile., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Office Procedures 20-30 Curriculum Implementation Manual for Teachers will includes recommendations for the allocation of marks.

LEARNING RESOURCES

The BASIC learning resources are:

LUKE, C.M. and STIEGLER, C.B. Office Systems and Procedures. (Canadian Edition) Markham, Ontario: Houghton Mifflin Canada Ltd., 1984 (suitable for introductory level for either secretarial or clerical emphasis).

The RECOMMENDED learning resources are:

LUKE, C.M. and STIEGLER, C.B. Teacher's Manual - Office Systems and Procedures. (U.S. Version) Boston: Houghton Mifflin Ltd., 1982.

LUKE, C.M. and STIEGLER, C.B. Office Systems and Procedures - Student Activities. (U.S. Version) Boston: Houghton Mifflin Ltd., 1982.

ATTRIDGE, C.M. and CUNNINGHAM, J. Projects to Accompany Contemporary Office Procedures. Toronto: McGraw-Hill Ryerson Ltd., 1984.

SMITH, P. et al. Pitman Office Handbook. Toronto: Copp Clark Pitman Ltd., 1982.

SMITH, P. and HAY-ELLIS, P. Pitman Office Handbook Activity Guide. Toronto: Copp Clark Pitman Ltd., 1978 (drill and practice material for Pitman Office Handbook).

SMITH, M.A. and LAKER, E. Canadian Filing Practice. (Second Edition) Copp Clark Pitman Ltd., 1978.

Canadian Secretaries Handbook. (Second Edition) Don Mills, Ontario: Collier MacMillan Canada, Inc., 1983.

Practice Sets:

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for Modules 8, 9, and 10).[1]

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice - Instructor's Manual. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for Modules 8, 9 and 10).[2]

ATKINSON, P.S. and DRAPER, A. Typewriting Office Practice - Top Music. (Second Edition) Toronto: Gage Publishing Ltd., 1982 (suitable for Modules 8, 9, and 10).[1]

ATKINSON, P.S. Typewriting Office Practice - Top Music, Teacher's Manual. (Second Edition prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1982 (suitable for Modules 8, 9, and 10).[1,2]

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for Modules 8, 9, and 10).[1,2]

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation, Employer's Manual. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for Modules 8, 9, and 10).[1,2]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for Modules 8, 9, and 10).[1]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation, Employer's Manual. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for Modules 8, 9, and 10).[1]

REYNOLDS, C. Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1980 (suitable for Modules 8, 9, and 10).[1]

REYNOLDS, C. Manual - Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1980 (suitable for Modules 8, 9, and 10).[1]

Computer Applications Software:

BROWN, H.R. Touchtype. Spirit River, Alberta: Software Spirit, 1983 (suitable for all levels).

LOTUS, P. Applewriter IIe. Cupertino, CA.: Apple Computer Inc., 1983 (suitable for all levels).

_____. Format II Enhanced Version. New York, N.Y.: Kensington Microware, 1982 (suitable for all levels).

_____. Screenwriter II. Coarsegold, CA.: Sierra On-Line Inc., 1983 (suitable for all levels).

---

[1] These packages are also approved for Typewriting.
[2] These packages are also approved for Word Processing.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Office Procedures Subject Strand

Course Content	Office Systems and Procedures (Luke/Stiegler)
Module 1: The Structure of the Business Office	
a) Organization and Management	-
b) Office Functions (overview)	Unit 1
c) Organization of Work	Unit 3
d) Office Safety	-
e) Employee's Benefits and Protections	Unit 1; Part 1
Module 2: Personnel in the Business Office	
a) Job Description	Unit 1
b) Human Relations	Unit 2
c) Ethics in the Business Office	Unit 1; Unit 17
d) Career Preparation Activities	Unit 17
Module 3: Business Communication	
a) Non-written Forms of Communication	Unit 2; Parts 1&3
b) Meeting the Public	Unit 4; Part 1
c) Telecommunications Services	Unit 5
d) Written Forms of Communication	Units 6, 7, 11
e) Reproduction of Written Information	Unit 10
f) Processing Written Communication and Materials	Unit 13
g) Transmission of Written Communications	Unit 13
h) Business Meetings	Unit 4; Part 3
Module 4: Records Management	
a) Basics for Records Management	Unit 8; Part 1
b) Files Management	Unit 8; Part 1
c) Filing Procedures	Unit 9
d) Records Retention Schedule	Unit 8; Part 1
e) Records Centre Facilities	Unit 8; Part 1
f) Other Media	-
g) File Project	-

Course Content	Office Systems and Procedures (Luke/Stiegler)
Module 5: Information Processing	
a) Electronic Information Processing	Unit 12
b) Organizational Concepts	Unit 12
c) Input	Unit 12
d) Storage	Unit 12
e) Output	Unit 12
Module 6: Clerical Routines	
a) Business Systems	-
b) Purchasing Routines	Unit 14
c) Receiving Routines	Unit 14
d) Sales Routines	Unit 14
e) Banking Routines	Unit 16; Parts 2,3
f) Shipping Routines	Unit 14
Module 7: Secretarial Routines	
a) Input/Output of Information	Units 2,6,7,11,16
b) Productivity	Units 3, 17
c) Executive Secretary/Administrative Assistant Functions:	
i. Meetings	(Unit 7; Part 3
ii. Financial Management	(Unit 4; Part 3
iii. Reference	Unit 16
iv. Travel	-
	Unit 4; Part 3
Module 8: Office Specialties I	Computronics: Office Simulation
a) Terminology	No. 1 & 2
b) Resources	-
c) Skill Development	Worker Actions and Interactions: Case
d) Time Management	Study No. 1, 2
e) Evaluation	

Course Content	Office Systems and Procedures (Luke/Stiegler)
Module 9: Office Specialties II a) Decision-Making and Setting Objectives b) Planning and Setting Priorities c) Integrating Skills d) Evaluating the Outcome e) Developing Plans for Improvement Module 10: Office Simulation a) Defining Responsibilities b) Future Career Paths c) Lines of Authority d) Tasks and Procedures e) Attitudes	

Practice Sets (Modules 8, 9, and 10):

Medical Office Practice
Typewriting Office Practice - Top Music
Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation
Snow Country Typewriting Practice Set
Westchester Square Inc. - The Secretary: An Office Job Simulation

Computer Applications Software:

Touchtype (suitable for all levels)
Applewriter IIe (suitable for all levels)
Format II (suitable for all levels)
Screenwriter II (suitable for all levels)

Notes: 1. The basic resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to asist in teacher planning.